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ABSTRACT

An outline of the knowledge and skills to be taught at grade six in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into four parts. Following an introduction, a one page description overviews the curriculum topic for grade six, world cultures and geography, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. A list of holidays and special days appropriate for classroom coverage are also outlined. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For grade six, the areas of study covered are: overview of social studies, geography, history, culture, economics, political science, and modern world problems. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

DS Manual 2110.6
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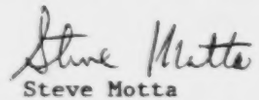
DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes to the guides be submitted to the regional social studies coorinnators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.



Steve Motta
Deputy Director

GRADE SIX (World Cultures and Geography)

Sixth grade social studies places particular emphasis on world cultures, history, geography, and political science. Social studies instruction for the sixth grade should be 210 minutes per week.

The study of history includes the most ancient civilizations, the development of the Mediterranean cultures, and the ancient civilizations of Asia and Africa. Colonialism will be studied in preparation for the seventh grade regional studies. Cultural studies will include language, art, religion, values, and how cultures change and borrow from each other. The effects of technology on culture will be studied. Special emphasis should be placed on comparisons with the host nation culture.

The course work in geography will cover map and globe skills; chart and graph skills; understanding of the land forms and climatic areas of the earth; natural environments and natural resources; and, the causes of various population distributions. In addition, the interaction of humans and their environment will be studied. The need for government and the different forms of government in the past and present will be examined, as will the rights, roles, and responsibilities of citizens in different forms of government. Some of the basic concepts of economics, sociology, and anthropology will be introduced.

This guide is designed to assist the teacher in addressing those subjects established by DoDDS to efficiently instruct students. The suggested activities and listed objectives are coordinated with the content.

Textbook references are also coordinated with the content. A teacher must be cautious when using the text references. The texts do not in all cases, adequately cover the content areas given. The teacher may need to supplement the basic text series with library and other resources. No single series will adequately accomplish total coverage of grade level.

The time frames, as given, are flexible. Student/teacher interest and the varying abiliites of the students will determine, the actual amount of time devoted to each unit. The elementary literature guide, Literature: A Quest for Life, has been designed so that the literary themes "Coordinate with the appropximate social studies focus at each grade level.

ACKNOWLEDGEMENT

The following educators assisted in the development of the Social Studies Guides and Syllabi for the Department of Defense Dependents Schools:

Linda J. Armstrong
Royal Oaks Elementary School
APO New York 09283

Ralph Blake
Woodbridge High School
APO New York 09405

Yvonne Bolling
DoDDS-Mediterranean
APO New York 09283

Betsy Broyles
Curundu Elementary School
APO Miami 34002

Patsy Coats
Patch High School
APO New York 09131

Alice Craft
Chelveston Elementary School
APO New York 09238

Emanuel Davatelis
Ramstein Junior High School
APO New York 09012

John P. Dawson
Kadena High School
APO San Francisco 96239

Donald E. Denmead
Lily Hill Middle School
APO San Francisco 96274

Michael Duff
Illesheim Elementary School
APO New York 09140

Emma Espinoza
Fairford American School
APO New York 09125

Larry Getz
Schwaebisch Hall Elementary School
APO New York 09025

George Grantham
DoDDS-Germany
APO New York 09633

Dorothy Hauser
Fort Gulick Elementary School
APO Miami 34005

Anastasia Kapitulik
Fort Gulick Elementary School
APO Miami 34005

Marvin G. Kurtz
Office of Dependents Schools
Alexandria, Virginia 22331

William LaClair
Kaiserslautern Elementary School #2
APO New York 09012

Robert L. Lawry
Seoul High School
APO San Francisco 96301

Tom Lloyd
Hahn High School
APO New York 09109

Robert Lykins
DoDDS-Germany
APO New York 09633

Karen Metrogen
Schwaebisch Hall Elementary School
APO New York 09025

Marilyn Newman
John O. Arnn Elementary School
APO San Francisco 96343

Diana F.C. Palmer
Munster Elementary School
APO New York 09078

Deborah Pitts
Soesterberg Elementary School
APO New York 09292

Virginia Revelle
Bitburg High School
APO New York 09132

Mary P. Short
Howard Elementary School
APO Miami 34001

Tom Tobiason
Giessen Elementary School
APO New York 09169

Elaine E. Vardakis
Iraklion Elementary/
Junior High School
APO New York 09291

Leland Walbruch
Pirmasens Middle School
APO New York 09189

Glenda Werner
Wuerzburg High School
APO New York 09810

Gary Westhusin
Ansbach High School
APO New York 09326

Sam D. Wright
Balboa High School
APO Miami 34002

Anne Young
Munich Elementary School
APO New York 09184

HOLIDAYS AND SPECIAL DAYS

Holidays and special observance days are an important part of the elementary social studies program. Listed below are some of the days which might be included in your curriculum plans. The holidays or special days are listed by month since the specific day may change. This list is not all inclusive and there may be other days which should be included.

SEPTEMBER

Labor Day
Citizenship Day
Grandparents' Day
American Indian Day and Week
Hispanic American Week

OCTOBER

Columbus Day
United Nations Day
Halloween

NOVEMBER

Veterans Day
Election Day
Thanksgiving Day

DECEMBER

Human Rights Day
Hanukkah
Christmas

JANUARY

New Year's Day
Martin Luther King's Birthday

FEBRUARY

Abraham Lincoln's Birthday
Presidents Day
George Washington's Birthday
Black History Month

MARCH AND APRIL

Passover
Easter
National Volunteer Week

MAY

V-E Day
Mother's Day
Memorial Day
Asian/Pacific American Week

JUNE

Flag Day
Father's Day
Children's Day

JULY

Independence Day

Grade Level: 6
Marking Period: 1st
Suggested Time Frame: 1 Week for I, Overview

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
I. Overview of Social Studies A. Geography B. History C. Culture (Anthropology/Sociology) D. Economics E. Political Science	1. Recognize areas for further study. (DECISIONMAKING)	Unit 1	Atlas Pro Log		Atlas	1001 Careers Define and discuss the following social scientists: A. Antropologists B. Economists C. Geographers D. Historians E. Philosophers F. Political Scientists G. Psychologists H. Sociologists Research and list as many occupations as possible related to social scientists and their work. Refer to occupational careers and catalogs in libraries and counselors' offices. Group all occupations under the following 15 occupational clusters: 1. Agiculature-Natural Resources 2. Fine Arts Hamanties 3. Communications and Media 4. Construction 5. Distribution and Marketing 6. Health 7. Marine Science 8. Hospitality and Recreation 9. Manufacturing 10. Office and Business
	2. Know the types of careers and their roles and requirements. (SOCIOLOGY)	X	X	pp 13-22	Ch 1	
	3. Know that behavior is influenced by an individual's self-concept. (PSYCHOLOGY)	X	X	X	X	
	4. Know that imprinting is the development of relatively fixed patterns of behavior. (PSYCHOLOGY)	89-90	p 31	p 76	p 178	

Grade Level: 6
Marking Period: 1st
Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
I. Overview of Social Studies						11. Personal Services 12. Transportation 13. Environment Control 14. Public Service 15. Consumer and Homemaking (Objective: 1, 2) A Social Studies Fair Define and discuss the five disciplines (geography, history, culture, economics, political science) to be covered in the sixth grade social studies program. Discuss and plans a Social Studies Fair as a culimating project to be held at the end of this semester or year. Anticipating the fair to be held, the classroom may become a laboratory for creatively exploring people and places. All projects will be carefully done and stored for the Fair. Invite parents, students, and school officials to attend the Fair. Exhibits, murals, maps, diagrams, models, cultural crafts, projects, etc. would be included in the Fair. As the projects and activities are carried out, there will be many opportunities to promote and increase positive self-concepts in students. Also, behavior problems and modification techniques may well become correlated objectives in the projects and activities. (Objectives 1, 2, 3, 4)

Grade Level: 6
Marking Period: 1st
Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
I. Overview of Social Studies						Refer to the DoDDS Career Education program for many material and activities covering career awareness, self-concepts, behavior patterns etc. Regional coordinators for Career education and Interculture studies are excellent resource people, also. (Objectives 1, 2, 3, 4)

Grade Level: 6
Marking Period: 1st
Suggested Time Frame: 3 weeks for II, Geography

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
II. Geography			Atlas			Use supplemental materials such as SRA may and globe skills kit or weekly reader map skills booklets, etc. (Objectives 1 through 11)
A. Types of Maps						
1. Globes					Atlas	
2. Projections		Units I p 22	pp 44-45 pp 220-221 pp 62-65	pp 44-47 pp 216-217	pp 464-471 X	Develop a map legend for the host nation country which incorporates appropriate symbols for the physical/political features. Use these symbols to identify the physica/political features on outlined/contour maps.
3. Special Purpose Maps a. Political b. Population c. Rainfall d. Forests e. Relief f. Historiacl g. Other	1. Know the relationship between physical features, natural resources, and land use. (GEOGRAPHY) 2. Describe the effects of environment on a country's crops and its imports and experts. (GEOGRAPHY)	Unit 3	pp 24-29	pp 468-470 pp 41-44		Example: Longitude-latitude Neighboring countries and boundries Elevation Principal water areas Capital Major cities Types of transportation and the routes Major industries Natural resources Agriculture and agriculatural products (Objective 1)
B. Direction	3. Describe geographic features that isolate or advance a nation. (GEOGRAPHY)	p 193	Globe 154-155	pp 216-127	X	
1. Great Circle Routes						
2. Latitude						
3. Longitude		p 22	pp 44-45 pp 220-221	pp 44-47	p 471 pp 26-27	
C. Locations	4. Describe influence of winds and ocean currents on climates. (GEOGRAPHY)	Ch 15	Unit 3	Unit 1 Ch 2 pp 31-34	Ch 13 p 366	
1. Roles of Natural Boundaries						

Grade Level: 6
Marking Period: 1st
Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
2. Roles of Geographic Features.	5. Use lines for Geat Circle routes. (GEOGRAPHY)	Ch 15	Unit 4 Ch 4 pp 94-118	Unit 2	Ch 13 Ch 2 pp 40-43	PIN POINT (Latitude and Longitude) On a poster board, graph a two-foot circle and have students:
II. Geography C.Locations	6. Find a location on a map when given a latitude and longitude. (GEOGRAPHY) 7. Know the role of natural boundaries in limiting and protecting nations, and methods of agriculture/ settlements related to land forms and climate. (GEOGRAPHY)					1. Draw a map of the Western (or Eastern) Hemisphere. 2. Label and color countries with crayons. 3. Mark lines of longitude and latitude and label each in degrees. The teacher will prepare a list of coordinate for places shown on the map and a check sheet list. For example: Coordinates List 1. 20°N, 160°W 2. 20°N, 100°W 3. 20°S, 65°W 4. 0°, 70°W 5. 40°N, 100°W 6. 80°N, 50°W 7. 60°N, 110°S 8. 0°, 75°W 9. 20°S, 180° 10. 20°S, 50°W 11. 20°N, 70°W 12. 60°N, 170°E 13. 80°S, 90°E 14. 10°N, 80°W 15. 40°S, 170°E Check List 1. Hawaii 2. Mexico 3. Balivia 4. Colombia 5. U.S.A. 6. Greenland 7. Canada 8. Ecuador 9. Fiji 10. Brazil 11. West Indies 12. U.S.S.R. 13. Antarctica 14. Panama 15. New Zealand

Grade Level: 6
Marking Period: 1st
Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER BURDETT	ACTIVITIES
II. Geography C. Locations (continued)						Laminate the maps and lists. Display the map and list of coordinates on the bulletin board. Prepare numbered pins and place the numbered pins beside the corresponding numbered coordinates. Students place the numbered pin for a coordinate at the corresponding point on the map. Check placement of pins for correctness by matching country on the map and the checklist. (Objective 6) Compare and contrast the climate of the host nation and another country by developing charts/maps showing: rainfall, temperature, wind direction, weather. (Objective 1) Use reference maps to determine where fertile soil, natural resources, and areas for potential water power are located. (Objective 3) Discuss how settlements, cities, trade, transportation routes, farming, and industry by natural barriers, climate, and resources. (Objective 3, 7)

Grade Level: 6

Marking Period: 1

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
II. Geography D. Symbols 1. Use of Color	8. Use color on a graphic relief map to indicate topography, elevation, and water depth. (GEOGRAPHY)	p 7	Atlas	pp 24-28	Atlas	Using climate, elevation, natural resource, graphic relief maps, etc. for a particular area or country, have students discuss and hypothesize where settlements, cities, trade transportation routes, farming, types of imports and exports, and industry may have developed. Research the area as it is today to determine the accuracy of the hypotheses. (Objective 2)
2. Relating symbols for wind and ocean currents to climate	9. Describe influence of winds and ocean currents on climate. (GEOGRAPHY)	X	p 171	X	pp 40-65	
3. Environmental effects on a country		p 13		Unit 4	pp 39-41	Use a relief map of a country being studied. Discuss how climate (in terms of winds and ocean currents), natural resources, and land forms determine the life style of the country in terms of: homes, clothing, tools, utensils, religion, population movements, occupations, etc. (Objective 1, 3, 4, 7) Investigate early use of resources in the host nation or another country. Illustrate the change in the use of resources. Discuss the reasons for these changes. Example: (1) exploitation and depletion of natural resources (2) utilization of land (3) modification of industry, manufacturing, and agriculture (4) population movement (5) occupations (Objective 1, 2, 7)

Grade Level: 6

Marking Period: 1

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
II. Geography						Teachers are reminded that computer software and diskettes may be available for geography activities from commercial agencies and your Regional Computer Education Coordinator.

Grade Level: 6

Marking Period: 1

Suggested Time Frame: 1 week for III, A. (18 weeks for III, History)

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History A. Calculating Time and Time Lines	1. Arrange periods of world history in chronological order. (HISTORY)	Ch 3	Ch 1	Ch 4 p 99	Ch 2 pp 45-48 Ch 9	NOTE: Use appropriate audio visual materials for all historical content areas (ancient civilizations, Middle Ages, etc.). Check audio-visual centers for filmstrips, sound films, pictures, records, art objects, artifacts, etc. Make time lines in notebooks or for wall displays depicting important periods of world history (i.e., ancient civilizations and their contributions; Middle Ages; the development of a particular aspect of history, such as, the printing press; religions; exploration; colonization; etc.). Mark specific spaces to represent consistent blocks of time. For example, one foot of classroom wall equals a particular number of years; one inch in a notebook equals the same amount. Pictures or student drawings may be used on the time lines, as appropriate. (Objective 1)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: 10 weeks for III B.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History B. Ancient Civilizations and Cultures 1. Overview Four Cradle Civilizations: Tigris-Euphrates, Nile, Indus, Yellow River. a. Locations b. Contributions c. Religions	2. Construct an outline and write notes from orally presented material. (SKILLS)	Ch 4 Ch 5	p 16 p 18 p 310 p 321 p 365	p 73 p 80 p 122 p 126	p 371 p 205	Give instruction on outline form. Each student should make an outline on the four civilizations given. Select one student for each of the civilizations to present a short report. All students are to take notes fitting the information into their outline. The class, using an outline form should take notes on the student lecture. (Objective 2)
2. Sources of Ancient Historical Information	3. Analyze sources of historical information from pre-historic to modern times. (HISTORY)	Ch 3 Ch 8	p 338	Ch 6 p 125	Ch 1	Discuss ways in which historians and sociologists get answers to many questions about periods of time from prehistoric to modern days. List examples of sources of information under various headings, such as: **Prehistoric:** -remains, -pictographic art **Ancient:** -artifacts, -remains, -pictographic art, -cuniforms, -hieroglyphcs, -scrolls **Middle Ages:** -artifacts, -remains, -documents **Modern:** -observations, -polls, -census, -documents, -interviews (Objective 3)

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Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History 3. Mediterranean a. Fertile Crescent (1) Location (2) Contributions (Sumer, Hamarabi) (3) Countries, Cities, People	4. Identify the cultural contributions of ethnic groups, individuals, and their origins. (ANTHROPOLOGY)	Ch 4, 5	Ch 1	Units 2-3 Ch 4-12 pp 75-77 p 78 p 98 p 306	pp 400-401 pp 375-376 p 209 pp 55-56	NOTE: Collect books, pictures, and various items representing the Mediterranean world (Egypt, Greece, Italy, Israel, etc.). Arrange as exhibits and displays on bulletin boards during study. Labels, short information articles, stories, etc., might be added to the collections. <u>Host Nation</u> Prepare and taste foods of the host nation. Discuss why these foods are indigenous to the country. (Objective 4) Research the currency of the host nation country. (Objective 4) Collect and display picture and antitacts of the country being studied, i.e., stamps, publications, coins. (Objective 4) Read examples of the literature from the country as part of a self-selection unit, sustained silent reading class, and/or for book reports. (Objective 4) Investigate the visual and performing art forms which are indigenous to the country being studied. (Objective 4) Learn songs, dances, poems, and games of the people of the host nation country. (Objective 4)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History b. Nile River Valley - Egypt (1) Location (2) Con- tribution	5. Identify the contributions of ancient civilizations to the development of world civilizations. (HISTORY) 6. Analyze the role of selected individuals in historical events. (HISTORY)	Ch 6 Each Unit	Ch 1 Each Unit	Ch 4 pp 81-87 Each Unit	pp 226-227 pp 58-59	Conduct a Scavenger Hunt. To learn about the contributions of an ancient civiliation. Establish the rules and identify the items to collect. Examples and suggestions: Rules Obtain information anywhere. Parents, older brothers and sisters may collect information, but a student must work with them. Tape or cassette recordings of interviews are acceptable. All items must be in on (date) . Items to Collect Map where the (Arabs, Israelites, Greeks, Romans, or other) lived. Maps showing the different boundaries at different times. Interviews with (ethnic group)-Americans living in the area. Newspaper articles about the current involvement of the United States or host nation with the nation of study. Publications printed in the country. Postcards and/or stamps. Articles from Times or Newsweek.

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History						Five pictures of daily life in the country. Clothing. Copy of the Koran or religious creed. Copies of records demonstrating past and present music styles. Copy of statements from the country's leader. Pictures and descriptions of famous people of the country. An article about the people that is 20 years old. Artifacts of the culture from an import store. Greeting cards. Pictures portraying lifestyles. Recipes for meals of the country. At least five other items but not more than ten of your choice that relate to the people of the country in some way. Remember: Get as many items as you can. Free choice items may be easy points. (Objective 5) Organize a "Hall of Fame" as selected and important individuals are studied. Place them in the "Hall of Fame." Biographical sketches, pictures, examples of contributions, etc. would be included in the Hall of Fame. (Objective 6)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History c. Greece (1) Location	7. Identify major political regions relating their historical development to geoeconomic and ideological factors. (HISTORY)	Ch 6	Ch 2	Ch 4 pp 88-93	Ch 17 pp 445-446 p 448	T.V. "The Great Debate" Question - Should pottery from Troy be allowed to be sold in Sparta? Troy Senator - Yes, because: 1. Sparta is warrior not manufacture oriented 2. Raise Sparta's standard of living since Sparta's pottery quality is inferior 3. Would force Sparta manufacturers to produce better quality goods. Sparta Senator - No, because 1. To do so would drive Sparta manufacturers out of business 2. Sparta would become too economically dependent on Troy Students may write their own TV script and dress in appropriate Greek attire. Utilize your school's VTR equipment to prepare a taped program. (Objective 7, 8)
(2) City-states	8. Describe geographic features that isolate or advance a nation. (GEOGRAPHY)					
(3) Contributions	9. Describe how cultural contributions are passed from one generation to another. (ANTHROPOLOGY)	pp 128, 129	p 32	pp 445-453	pp 88-91	

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History						Research, prepare, and present a report(s) on what archaeologists have found to support one of the many Greek myths, such as Troy and the Trojan Wars, the journey of Odysseus, or the story of Knossos or of King Midas. (Objective 9) Read Greek myths and have students read selections to the class. Students may list some of the characteristics of the Greek people that have been learned from these sources. After reading Greek myths, paint pictures of gods and goddesses and write original stories about them. Compile into books of Greek myths. (Objective 9)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History d. Rome (1) Location (2) Con-tribution	10. Define common historical terms related to areas under study. (HISTORY) 11. Identify the role of social scientists in contributing to the accumulation of historical data. (HISTORY)	Ch 6	Ch 3 & 4	Ch 4 pp 94-99	pp 218-220 pp 350-355 pp 423-128	Vocabulary Bingo List on the chalkboard twenty-five vocabulary words from any social studies unit(s). Have students prepare bingo cards, five squares by five squares, and print one of the listed vocabulary words in each square (any square). To play, read the definition and students use beans, small cardboard chips, etc., to cover the correct word on their playing card. The game can be repeated several times by playing four corners, a cross, the outside picture frame, diagonal bingo, and black-out. The game is adaptable to any unit for vocabulary study, association of states and capitals, countries and capitals, etc. (Objective 10) Plan a study trip to a museum to identify local artifacts. It would be wise to arrange with the museum curator for a lecture on how the items were found, identified, and added to the information on "a way of life." Ask the curator to show the class the other items of less quality which are stored. (Objective 11)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History						Summarize the ancient Mediterranean cultures by making large outline maps with appropriate drawings depicting the major contributions of each civilization. For example: Greece gave us democracy and love of beauty. Rome gave us law and government. The Fertile Crescent Region (Palestine, Arabia) gave us great religions. (Objective 5)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History 4. Asian a. Indus Valley (1) Location (2) Caste System (3) Contri-butions (4) Religion	12. Define the term caste system. (SOCIOLOGY)	pp 100-101	Ch 20 pp 336-337 p 349 p 369	Ch 6 120-125	pp 406-410 pp 413-414	Establish a caste system within the class with the privileged receiving benefits such as the first dismissed for lunch. Discuss, with the students, their feelings after the activity. (Objective 12)
b. Yellow River Valley (1) Location (2) Develop-ment of China	13. Arrange periods of world history in chronological order. (HISTORY)	Ch 6 p 102 p 126 p 143	pp 369-375	Ch 6 pp 126-134	pp 231-240 pp 415-416	Have the students construct a chart listing the Dynasties and current governments of China, with dates. Alongside, list the periods of world history. (Objective 13)

Grade Level: 6

Marking Period: 1 and 2

Suggested Time Frame:

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History 5. African a. Ghana b. Mali c. Zimbabwe	14. Identify the cultural contributions of ethnic groups, individuals, and their origins. (ANTHROPOLOGY)	pp 147-148	Ch 14 p 267 p 284 p 305	Ch 7 p 138 p 140 p 144	Ch 11	Have the students list the dwellings for each of of the African civilizations giving the style of architecture (round, square, etc.) and building materials used. (Objective 14)
6. Pre-Columbian America a. Mayan b. Aztecs c. Incas		p 105 pp 148-151	X	Ch 8 p 154 p 156 p 160	X	Using materials from the media center, have the students research and list the contributions of the pre-Columbian groups in the areas of medicine, art, and farming. (Objective 5)

Grade Level: 6

Marking Period: 2

Suggested Time Frame: 3 weeks for III, C.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History C. Middle Ages and the Renaissance 1. Feudalism 2. Religion-crusades 3. Growth of Nations 4. Industrial Revolution	15. Know the role religion and morality play in society. (SOCIOLOGY) 16. Analyze the technological advances in the history of a nation that resulted in the Industrial Revolution. (HISTORY)	Ch 9 10, 11 12, 13	Ch 5, 6, 7	Ch 5 p 101-118	pp 215-217 pp 402-404 Ch 7	Prepare a class bulletin board. Identify five religions, their origins, customs, and holidays. Research the basic values and teachings of each. Draw a picture of the spiritual leader or significant symbol of each religion. (Objective 15) Research the traits valued by the samurai of Japan and find examples of these traits in Japanese society today. (Objective 4, 15) Make time lines of the technological advances in the histories of several countries during the Industrial Revolution. Make drawings for the time lines, if practical. Analyze or compare the results of these advances. (Objective 16) Have students select one inventory from the Middle Ages or Renaissance. Research and write a short biography about the individual containing a paragraph on the contributions of the invention. (Objective 16)

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Grade Level: 6

Marking Period: 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History						CASTLES Read and research castles built during the Middle Ages: their purpose, society, traditions, remains and locations today, etc. Suggested books: Castles by Fon W. Boardman, Jr. The Crusaders by Walter Buehr Knights, Castles and Fuedal Life by Walter Buehr Suggested films: "Medieval Society: The Nobility" "Medieval Society: the Villagers" "The Crusaders" "The Middle Ages" Construct a castle and castle life. Possible materials: Various sized boxes Corrugated cardboard Sugar cubes Dough Dominoes Graham crackers Tongue depressors (Objective 4)

Grade Level: 6

Marking Period: 2

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History						ARMOR DESIGN Have students make a booklet of armor design used during the Middle Ages. Research the different examples and reasons for the designs. Design: (1) a sword - blade, handle, crossbar. (2) a helmet - shape, decoration, (3) a coat-of-arms-symbols, colors, shape Discuss the advantages and disadvantages of knights' using full armor and the origin and use of coat-of-arms. (Objective 4)

Grade Level: 6

Marking Period: 3

Suggested Time Frame: 2 weeks for III, D and 2 weeks for III, E.

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History	17. Analyze social change resulting from social conflicts. (HISTORY)	Ch 11	pp 132-135	Ch 8 p 162	pp 12-14 p 320	
D. Europeans Arrive in the Americas						Discuss the impact these events had on our government. Magna Charta Mayflower Compact
E. Colonialism 1. America 2. Africa 3. Latin America 4. Asia	18. Explain cause and effect. (SKILLS) 19. Summarize materials. (SKILLS)	Ch 11 Ch 14	pp 133-134 pp 268-270 pp 169-170	p 114 pp 146-149 pp 163-164	Ch 11 & 12 p 292	<u>Objective 17</u> Role play an interview with leaders from the colonial period to find out what they consider are their major contributions to the development of our government. (Objective 17, 18) Determine how the traditions of the colonists influenced the form of U.S. government. (Objective 18) Research the 13th, 14th, 15th, 19th, 24th, and 26th amendments to the United States Constitution. Determine how these amendments have affected minority groups in the United States. (Objective 17, 18, 19)

Grade Level: 6

Marking Period: 2 & 3

Suggested Time Frame: 3 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
III. History						Research the groups from the host nation country that have imigrated to the United States. Identify reasons for their emigration, the places they settled in the United States, and the treatment they received in the United States. (Objective 17, 18, 19) Role play a reporter interviewing immigrants arriving in the United States from the host nation. Questions should focus on: reasons for leaving the country, reasons for coming to the United States, and expectations for a change in life style. Role play a similar interview focusing on the immigrants' adjustments to their new life style after a period of time in the United States. (Objective 17, 18, 19)

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: 8 weeks for IV, Cultures

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture	1. Describe adaption of animal and human life-styles to various environments. (GEOGRAPHY)	Ch 1	Ch 22	Ch 9	Ch 4	
A. Components of Culture, an Overview						OVERVIEW
1. Social Customs and Traditions			pp 393-397	p 175	pp 208-213	Discuss the various components of culture (customs, language, art, clothing, values and beliefs, technology, architecture, etc.) and ways in which culture is influenced by the environment (climate, geography, economics, etc.) (Objective 1)
2. Language				p 176	p 58	
3. Art				p 178	X	
4. Clothing			p 389	p 179	X	
5. Values and Beliefs			p 400		pp 412-420	
6. Technology			p 395	p 181	Ch 5 & 7	HOST NATION
7. Social Grouping				p 182	Ch 7	
8. Land Use and Dwellings			pp 391-392	p 191		Construct and label a model of a home, village, or farm. Describe how the environment, traditions, and customs influence the life style of the people. (Objective 1)

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture B. How Culture is passed On	2. Describe how cultural contributions are passed from one generation to another. (ANTHROPOLOGY)	Ch 1	pp 397-400	Ch 9 p 180	Ch 16 throughout the text	Identify individuals who are honored by the people of the country. Read a biography of one of these people. Determine why the person is honored by his/her country's citizens and how he/she influenced the contemporary society of the country. (Objective 2) Dramatize a family activity that shows a tradition or custom of the people of the host nation. (Objective 2) Research the holidays of a country (host nation). Find articles, pictures, special symbols, etc. representative of the holidays and present findings to the class. (Objective 2) Discuss and list family traditions of students that have been passed from generation to generation. (Objective 2)

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture C. How Cultures Change 1. Technological Change 2. Borrowing and Mixing of Cultures	3. Describe how cultural patterns change. (ANTHROPOLOGY) 4. Know the concept of control and change. (SOCIOLOGY)	Ch 1, 2 p 321 p 237	pp 146-153 p 400	Ch 9 pp 195-205	Ch 7 throughout the text	CHANGE IN HOST NATION CULTURE Your host nation community may provide evidence of changing cultural patterns. Assemble, if possible, pictures from old host nation magazines, newspapers, catalogs, or postcard collections. What do you see in them that is very different from the way of life today? What impact has modern technology had on traditional patterns of living in the host nation (automobiles, refrigerators, TV, etc.)? Is it still possible to find handmade products? Is the same type of product produced by machines (woven goods, eating utensils, shoes etc.)? The class might prepare a display contrasting old and new products or old and new ways of life which they observed in their investigations. (Objective 3, 4)

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture D. Cross-Cultural Case Studies 1. Learning about Our Culture 2. Learning about Foreign Cultures	5. Construct and use a simple survey to gather information. (SKILLS)	Ch 1	Units 3, 4, 5 Ch 9 Ch 12	Ch 16	Ch 13	PUBLIC POLLSTERS, INCORPORATED Have students act as sociologists to collect and organize data about the U.S. experience in the host nation. The purpose of the survey might be to discover the knowledge and perceptions which U.S. citizens living in their community have about the host nation. The following could be examples of possible survery items. a. The President (or chief official) the host nation is _____. b. Have you ever eaten in a host nation restaurant? yes/no c. Do you enjoy living in the host nation? yes/no d. What do you like to do most of all in the host nation community? e. Multiple Choice: The capital of the host nation is 1. 2. 3. 4. f. The largest river in host nation is the _____. g. Rank order the following cities in the order of your preference. 1. 2. 3. 4. 5. 6.
	6. Select the appropriate reference source for a given task. (SKILLS)					
	7. Recognize materials as expressing a point of view and interpret the view. (SKILLS)	Ch 1 Ch 2 p 27 p 146 p 131 p 217	Ch 11 Ch 13 Ch 14 Ch 16	Ch 10-12	Ch 15 Ch 13	
	8. Analyze various materials. (SKILLS)	p 226				
	9. Know cultural diversity among various groups. (ANTHROPOLOGY)					
	10. Know the basic value of family life traditions. (ANTHROPOLOGY)					
	11. Demonstrate an ability to see the various attitudes toward education and the resultant problems in the communities, by forming generalizations. (ANTHROPOLOGY)					

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture	12. Explain the functions of art in given cultures. (ANTHROPOLOGY)					The class should quantify and analyze all data collected in the surveys and share their findngs with other classes. (Objective 5, 7, 8) FAMILY "ROOTS" Have students interview parents and grandparents to learn about their ethnic background, cultures, and family traditions. Find out why family traditions are important. Compile data into groups and lists. Analyze the findings in terms of culture diversities. (Objective 9, 10) ART FORMS Learn songs, dances, poems, and games of the host nation. Research the origin, significance, meaning, and/or purpose of the art forms. (Objective 6, 12) As a culminating activity for cultural analysis, accumulate data learned and researched on study(ies) and complete the following chart:

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture						Cultural Analysis Chart

	United States	Host Nation Country
Farmer's method of obtaining his land		
Important crops		
Animals domesticated		
Women's work		
Men's work		
Occupations other than farming		
Clothing		
Contact with other cultures		
Literature		
Customs/Traditions		
Art		
Social orders or government		
Religion		
Shelter		
Foods		

(Objective 6, 8, 9, 10)

Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Culture	13. Know propositions and evidence from cross-cultural studies regarding the effect on developing perceptory systems or mental constructs (i.e. world views) of: a. The language spoken in an individual's primary groups. b. The types and forms of symbolic representations with which the individual becomes familiar. (PSYCHOLOGY)	Ch 1 Ch 2 p 53 p 120 p 142 p 172 p 177 p 217 p 311 p 316	Ch 9 Ch 5 p 196 All Countries	Ch 10 11, 12	Ch 13 Ch 14 Ch 15	Describe the ways in which groups of people satisfy similar needs in different environments and the effects of population changes upon these environments. Example: ENVIRONMENT NEEDS — URBAN — SUBURBAN — RURAL Sanitation garbage sewage Protection fire police Transportation roads mass transit Services libraries hospitals recreation Privacy yards living space Pollution water air noise chemical food systems (Objective 14)
	14. Know the effects of population growth on community (i.e. services, privacy, living space, pollution, etc.) (SOCIOLOGY)					
	15. Know that chronological age and sex are important determinants of individual's positions and roles in most societies. (SOCIOLOGY)					

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Grade Level: 6

Marking Period: 3 and 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
IV. Culture	16. Describe the effects of natural and man-made disasters such as volcanoes, earthquakes, forest fires, and floods to the environment. (GEOGRAPHY)					Find a photograph or illustration of a little recognized world figure; example: Madame Marie Curie. Ask students to describe her: (1) physical characteristics (2) surmise her personality (3) guess the job, profession, and/or life roles she had Report and discuss students descriptions, then identify Madame Curie in her true character. Identify and discuss factors that may have influenced the initial descriptions i.e., age sex, dress, etc. (Objective 15) Have students research earthquakes (or other natural disasters) in the Middle East. Find information concerning the effects of the earthquake(s) on the land, economy, and people. Prepare a booklet on earthquakes using the Middle East as a case study. (Objective 16)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 2 weeks for V, Economics

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER-BURDETT	ACTIVITIES
V. Economics (Introduction)		Ch 2 p 311 p 370	Ch 7 p 198	Ch 13 pp 241-245 Ch 14	Ch 5 p 62	Explain that economics is best dealt with by answering the questions: WHAT to produce, HOW to produce, FOR WHOM to produce, as determined by the demands and needs of the consumer (the user of goods and services)
A. Economic System (General Overview) 1. Production - Goods, Services 2. Distribution 3. Consumption 4. Standard of Living	1. Know basic principles of organizational structures. (ECONOMICS) 2. Explore careers as part of life aspirations. (PSYCHOLOGY)		Ch 16	pp 279-287		
B. Economic Case Studies (examine our own economy)	3. Construct and use a simple survey to gather information. (SKILLS) 4. Summarize materials. (SKILLS)	X	X	X	X	Discuss (or research) examples of types of economic systems. For example: traditional - nomadic herders, a medieval manor command - an East German collective farm, a soviet factory market - a small business in the United States, a Persian flea market mixed - an Israeli kibbutz, a major British industry
C. Types of Economics and Case Studies 1. Subsistance 2. Developing 3. Developed 4. Relationship to Resources 5. Free Enterprise 6. Socialism and Communism	5. Know the basic principles of organizational structures. (ECONOMICS)	Ch 2	Each country p 242	Ch 14 p 251 p 263 pp 278-279 p 283 p 287	p 225	Have small groups of students further research three economic systems and prepare charts, such as:

Grade Level: 6

Marking Period: 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
V. Economics (Introduction						

	Traditional	Market	Command
WHAT to produce	"status quo"	Consumers (buyers) determine what is sold and success of the business	everyone's needs are determined by government economic planners
HOW to produce			
FOR WHOM to produce			

Murals could be made to illustrate the student's findings. (Objective 1, 5)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
V. Economics (Introduction)						List as many careers as possible related to the production, distribution, and consumption of goods and services. Have each student select several that he/she might like to become and discuss reasons for the selections. Use career and occupational catalogs as references. (Objective 2) Have each student inventory a limited number of products in the home (food, medicine, clothing, etc.) List the products and where they were manufactured. Prepare a composite and categorized listing and summarize the results of the survey. (Objective 3, 4)

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Grade Level: 6

Marking Period: 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
V. Economics (Introduction) D. Economics at the Personal Level (optional) 1. Job a. wages b. working conditions c. labor-management d. being an effective worker 2. Banks a. loans (1) personal (2) bank (3) collateral (4) credit rating b. checking accounts c. savings accounts and interest	6. Know the importance of working conditions and wages when selecting a job. (ECONOMICS) 7. Define negotiation. (ECONOMICS) 8. Define characteristics of an effective employee and student. (ECONOMICS) 9. Define terms: personal and bank loans. (ECONOMICS) 10. Define terms: collateral. (ECONOMICS) 11. Define terms: credit rating. (ECONOMICS) 12. Define terms: savings and interest. (ECONOMICS) 13. Know the use of coupons and premiums in advertising. (ECONOMICS)	p 294	p 149	X	X	*USE SUPPLEMENTARY SOURCES FROM: Credit Unions, Government Printing Office Career Education Guides "Elementary Economist," National Center of Economic Education for Children From newspapers, magazines, etc., have the students clip and save coupons for their parents next shopping list to determine how much can be saved.

Grade Level: 6

Marking Period: 4

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
V. Economics (Introduction) 3. Consuming Wisely a. Advertising (1) coupons (2) premiums b. Consumer guides and reports c. Comparative buying d. Credit buying	14. Explain the purpose of consumer's guides and reports. (ECONOMICS) 15. Demonstate an ability to to do comparative buying. (ECONOMICS) 16. Explain concept of the appropriate use of buying on credit. (ECONOMICS)					

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for VI, Political Science and the Modern World

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and the Modern World A. Political Science 1. Types of Government a. Rule by one person b. Rule by a few c. Rule by the many 2. Power changes hands a. Peacefully b. By force (1) Coup d'etat's (2) Revolutions 3. Role of the Citizen a. In democratic systems b. In non-democratic systems	1. Describe basic world governmental structures other than federalism. (POLITICAL SCIENCE) 2. Differentiate various historical models of social control and individual freedom. (HISTORY) 3. Analyze important problems of emerging and established nations. (HISTORY) 4. Know the difference between rights and responsibilities. (PSYCHOLOGY) 5. Know the terms freedom and responsibility as they relate to right and duties. (POLITICAL SCIENCE) 6. Know government controls of daily life (i.e., censorship, competition, religion, etc.) (ANTHROPOLOGY)	Ch 12 pp 117-119 p 190 p 125 Ch 15 p 292 p 379 p 130 p 276	X X	Ch 17 p 302 Ch 17 p 304 Ch 17 p 306	Ch 8 p 203 Ch 9 p 231 Ch 10 p 257 Ch 9 p 231	Compare the basic characteristics of free enterprise with the characteristics of socialism, communism, and fascism. (Objective 1, 5) Using a world map, the students should mark on each country the type of governmental structure. This can be done with colored paper and coded. i.e. Dictatorship - black paper Junta - red paper Democracy - orange paper (Objective 2) Create a time line tracing the major events in the history of the United States. Identify the important issues and problems undertaken by each party. (Objective 3) Have students prepare a bulletin board of conflicts, uprisings, and/or revolutions from current events: newspapers, magazines, newscasts. Discuss the issues and reasons for the conflicts. Project solutions and/or effects upon the world picture.

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						Have students prepare a list of terrorist groups by each country and keep track of their activities in current events. (Objective 3) Investigate rights of citizens and discuss the responsibilities that accompanies each. Citizens' Rights and Responsibilities Rights: right to free speech Reponsibilities: avoiding defamation of character Identify one's responsibility to himself or herself, his/her family, friends, school, and environment. Discuss the question: "Why is it necessary that all citizens participate in the process of government?" Discuss apathy versus involvement in the political system. Determine the ways citizens can participate in the decisionmaking process of government. (Objective 4, 5)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHOLASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems 4. Government of the United States a. Federal System b. Branches of Government (1) Legislative (2) Executive (3) Judicial c. State and Local Government	7. Know the purpose of special interest groups in government. (POLITICAL SCIENCE) 8. Explain legislative, executive and judicial government. (POLITICAL SCIENCE) 9. Give an example of compromise and consensus. (POLITICAL SCIENCE)	pp 262-264 limited info	X	Ch 18 pp 315-p 316 p 320	X	Have students collect news items relating to current constitutional issues (D.C., voting rights, ERA, constitutional convention) and make brief reports. Discuss the issues. (Objective 7) Visit a courtroom where a trial is in progress. Invite an officer of the Court to the class to discuss his/her role in the judicial process. Chart the method of appeal through the U.S. court system. Research the consequences of disobeying rules and laws in the home, school, community, state, country, and world. (Objective 8) Have students write a research report and/or discuss the four principles of American government:

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						1. Separation of powers (checks and balances). 2. Written Constitution (unique in being the oldest; provisions of being presumed innocent until proven guilty; and although government is by the majority, there is protection for the minority). 3. Judicial review (confines state and national government to constitutional limits). 4. Popular sovereignty (allows the people to change the Constitution). Read the Preamble to the Constitution, and identify the goals upon which the Constitution is based. (Objective 9)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems d. Taxes (1) Why collected (2) Services provided e. Rights, Responsibilities, Privileges, and Duties	10. List ways the government uses money received from taxation. (ECONOMICS) 11. List services provided from taxation. (ECONOMICS) 12. Know the process of vote count and vote challenge. (POLITICAL SCIENCE) 13. Define: Initiative, referendum, recall, special interest groups, lobby, and citizen action groups. (POLITICAL SCIENCE) 14. Know the terms freedom and responsibility as they relate to rights and duties. (POLITICAL SCIENCE)	pp 257-267 Limited info	p 59, 63 p 66 pp 137-138 p 142 p 170 p 201	p 182 p 232 Ch 18 p 322	pp 226-228 Ch 10 p 257	Determine how the needs of the people are met by different levels of government and the specific taxation which provides the service(s). Example: GOVERNMENT SERVICES Protection — City: police; County: sheriff; State: state police; Federal: FBI Recreation Education Health Communication Monetary (Objective 10, 11) Define and discuss the terms special interest groups, lobby, and citizen action groups as they relate to government. List groups that lobby.

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						Example: League of Women Voters Americans for Democratic Action Common Cause International Ladies Garment Workers Union National Education Association National Rifle Association American Medical Association John Birch Society Coalition on Surface Mining. Use Supplementary Sources (Objective 13)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems 5. A look at a non-democratic government 6. Organize a classroom government a. Decide on its form b. Learn how to conduct meetings	15. Know procedures for conducting meetings to include opening, minutes, old and new business, and closing. (SKILLS) 16. Use problem-solving techniques in meeting personal and social problems. (DECISION-MAKING) 17. Use objectivity in solving problems. (DECISIONMAKING)	p 339	pp 232-255	Ch 19 p 327	Ch 9-12 Ch 17 p 445	Establish a class government. List current events or other problems to solve. Nominate candidates for class offices. Write a campaign speech in which you will tell what your candidate plans to do in terms of solving the issue(s) or problem(s). Create slogans, posters, or design a billboard which advertises the assets of the candidate. Conduct an election. Maintain the government throughout the school year to work on problems, committees, and school functions. (Objective 12, 14, 15, 16, 17, 18, 19)
B. Modern World Problems 1. Environment 2. Energy	18. Use cause and effect relationships to produce outcomes. (DECISION-MAKING) 19. Predict solutions based on given information. (DECISIONMAKING) 20. Analyze important problems of emerging and established nations. (HISTORY)	pp 41-42 Ch 16	X	Ch 20 p 343 Ch 21 p 361	Ch 4 p 162 pp 167-168	Research and list world problems, i.e., health, refugees, hunger. Discuss the founding of the League of Nations and United Nations. Describe how agencies of a world organization seek solutions to world problems, i.e., UNICEF, WHO, World Bank, UNESCO. (Objective 20)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems 3. Threat of Nuclear War	21. Analyze social change resulting from social conflicts. (HISTORY)	Ch 15 p 348	X	X	Ch 7 Ch 14	Collect and discuss news items about a current international issue in which the United States government is involved. Speculate what our government's future involvement may be. Example: OPEC - Organization of Petroleum Exporting Countries SALT - Strategic Arms Limitation Treaty NATO - North Atlantic Treaty Organization SEATO - Southeast Asia Treaty Organization Suggest strategies for dealing with present day shortages, i.e., oil, gas, fresh water. (Objective 21)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems		Ch 16 p 253 p 400	p 102 p 114	pp 104-108 p 110 p 112	Ch 15 p 399	
4. Minorities, Racism, Religious Troubles	22. Identify and analyze the influence and contributions of various groups upon a given society. (HISTORY)					Evaluate tactics that have been used to resolve problems associated with inequality. Example: Non-violent tactics: boycotts, marches, letters, sit-ins, speeches, rallies, strikes, petitions, law suits Violent Tactics: riots, destruction of life and property Legislation: Civil Rights Act-1964, Voting-1965, Open Housing Act-1968, 24th Amendment (Objective 21) Cite instances of violent/non-violent tactics by specific groups which have promoted change in government and/or economic conditions. (Objective 2)
	23. Identify forms of discrimination. (POLITICAL SCIENCE)					

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						Watch a television program in which the characters are members of specific ethnic groups. Compare and contrast the values of the characters with your own. Example: "All in the Family" "Different Strokes" "Sanford and Son" "Good Times" "Chico and the Man" "The Jeffersons" (Objective 21) Research and report to the class information about significant people of various ethnic backgrounds who have made major contributions to the United States.

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						Example: Martin Luther King, Jr. William DeKooning Albert Einstein John F. Kennedy Cesar Chavez Jonas Salk S. I. Hayakawa Barbara Jordon Bella Abzug Shirley Chisholm Maria Callas Jim Thorpe Knute Rockne Lee Trevino (Objective 22) Investigate acts of discrimination and their effects on communication and cooperation among people. Example: Jim Crow laws Blue laws Separate But Equal doctrine Poll tax Literacy tests (Objective 23)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						Define and discuss prejudice. Investigate the reasons for one's prejudices. Determine ways prejudice is learned and can be unlearned. Identify different kinds of prejudice. Determine the effect prejudices have on interpersonal relationships. Define and discuss discrimination. Give examples of acts of discrimination. Define and discuss ethnocentrism. Cite the effects of prejudice, discrimination, and/or ethnocentrism on communication and cooperation among people. Investigate the origin of the word "stereotype." Compile a list of stereotypical words and phrases that discriminate against people's religions, nationalities, and personal differences. Example: Religions: rich Jews; mackerel snapper Nationality: dumb Pollock; tight Scot Personal: fat; ugly Cite instances which disprove the validity of each of these words or phrase. (Objective 23)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems 5. Identify with a world problem by writing a letter to a newspaper or the President, etc. 6. The future	24. Choose an issue and express self-feelings or opinions about that issue to a newspaper and/or magazine. (POLITICAL SCIENCE) 25. Recognize areas for further study. (SKILLS) 26. Know the relationship between physical features, natural resources, and land use. (GEOGRAPHY)	Ch 16 p 376	X	Ch 24 p 404	X	Identify an environmental problem in your school. Propose and implement a program to alleviate the problem. Identify an environmental problem in your community. Write a letter to personnel in the responsible agency seeking appropriate action. Identify a world environmental problem. Plan a hypothetical agency to deal with this problem. Include the following in your plans: goals funding governing procedures membership implementation maintenance enforcement Suggested vocabulary: environment agency quality personnel appropriate implementation maintenance enforcement (Objective 24)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						

Timely Topics

Select a current news article or issue about an event of national significance. Have a student(s) research and give a brief summary or report to the class. Lead the class in a discussion on what effect the event described may have on the country (United States, Host Nation, or other). (Objective 25)

The Year 2000

Pretend it is the year 2000 and the world has run out of oil and gasoline (or some other world problem). Have students report on the ways their lives would be affected. (Objective 26)

School Closed

Have the students suppose that they saw the following headline in the newspaper: "Government Closes All Schools." Discuss where and how they would learn. Have students interview older people who have little or no formal education to find out how they learned to do their work. (Objective 25, 26)

Grade Level: 6

Marking Period: 4

Suggested Time Frame: 4 weeks for entire Unit

AREA OF STUDY/CONTENT	OBJECTIVES	AMERICAN BOOK	GINN	SCHO-LASTIC	SILVER-BURDETT	ACTIVITIES
VI. Political Science and Modern World Problems						Have studens describe future uses of common objects or invent future objects and tell what they will be used for. (Objective 25, 26) Life in 2500 Discuss projected ideas about how life will be in the year 2500. Instruct students to make a list of 25(?) ways in which life will be different. Combine the ideas and list on chalkboard. Have students draw a picture of their city of the future. (Objective 25, 26) Prepare a Current Events bulletin board. Have students bring in current issue(s) from newspapers, magazines, and newscasts. Report on the issue(s) to the class; express feelings and opinions; solicit feelings and opinions from other class members; label the issues; and, place the information article, newspaper clipping, or notes on the Current Events bulletin board for future reference and/or discussion. (Objective 24)

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2461 Eisenhower Avenue
Alexandria, Virginia 22331